

Compiled RUP Survey Responses from LIS/TS PLC / RUP Committee Members

1.20.2012

What potential do handheld devices have in increasing administrative productivity?

1. Handheld devices create a mobile office so admin can move about the building more frequently. (PDAS, walk-throughs, pics and videos of best practices, emails, immediate feedback to teachers) **24**
2. more efficient communication - -faster start-up/easier access immediate responses to parents and teachers – instant response time **7**
3. -visual aids/presentations “to-go” **6**
4. Handheld devices will aide in increasing administrative productivity by providing an administrator with the ability to quickly download information eliminating the need to transcribe information written on paper. Administrators would also be able to supply electronic feedback quickly and on the spot to teachers. **15**
5. Capture data as it happens **7**
6. 24/7 access – no down time – no out of pocket time **7**
7. App based applications can be used **3**
8. Model device usage for parents, students and teachers – top down modeling **3**
9. 24/7 administrative assistance – without broadcasting on walkie -talkie – no delay in distributing critical information **4**
10. Ability to sync data among devices **7**
11. Documentation of evidence/behavior. Capture instructional best practices as they happen – through video or stills **9**
12. One device that serves all purposes **8**
13. Capability for immediate input of data and immediate recall of instructional tools (streaming video content, Skype video conferencing, etc.) Virtual meetings using “Facetime” or skype, Adobe Connect, Video Conferenceing, etc – not all meetings have to be at central location **15**
14. Capture classroom data during walkthroughs **8**
15. Document evidence of best practices (photos or videos of student engagement) **5**
16. Handheld devices would allow administrators and staff to have increased access to organizational tools. In addition, handheld devices would allow staff to utilize digital resources and create interactive lessons during PLC/ILT. While the devices are not in the hands of students during these meetings, they are being used to drive student success. **6**
17. Ability to capture video in the classroom of instruction – best practices **6**
18. Access to district curriculum including pacing guides, data, and other instructional materials **17**
19. Mobility **8**
20. Having access to handheld devices increases administrative productivity, as a lot of the time consuming tasks (i.e. – responding to emails, adding to calendars, etc.) can be conducted during walkthroughs. Additionally, if the handhelds are truly portable, then access during meetings at different campuses and at the ad building will become much more efficient **12**

How do you see new digital resources/devices changing our classrooms?

1. Instead of teachers delivering a set of facts or information, they can empower students by challenging them to find the information themselves from a multitude of sources. It will allow students to create, collaborate, communicate, and think critically using tools of their world (21st Century skills) with access 24/7. Anytime anywhere learning **15**
2. Our classrooms should become global learning communities. New digital devices should become tools to expose our students to the world. Students and teachers should think of learning as something that cannot be confined to the classroom, school, district, etc. **19**
3. -more integration of technology into curriculum **5**
4. increase information literacy **5**
5. -increase "student owned" learning **5**
6. Students would become more engaged in their learning. If they don't understand a concept, they can click on the link, which takes them to a video or website that provides further explanations. Or a teacher creates interactive lessons that incorporate **10**
7. **Portability**. Using handheld computers, students can easily bring their computer to the project, instead of having to bring their project to the computer. Students can truly have "anytime, anywhere" access to technology Portability also makes a difference in a wide variety of settings, such as the classroom, a field trip, or at home. **14**
8. Digital resources and devices have the potential to change our classrooms by providing students with "gadgets" that would get them excited about being engaged in a lesson. Teachers will also be able to, with certain programs, give immediate academic feedback to student and gain immediate assessment feedback on students' progress, while eliminating the fear of classroom participation for some students. **5**
9. Students will be creators of content **8**
10. Active not passive learning – **7**
11. Change in role of teacher – more individualized instruction; teacher isn't responsible for delivering all content. Flipping instruction – more student centered classrooms **17**
12. Students might feel more comfortable collaborating with their peers on devices other than face to face thus creating more engagement **6**
13. Interactivity – learning on the go – less need for computer labs; labs could be redistributed **6**
14. Just in time learning **5**
15. Using devices as learning conduits; students given responsibility for bringing information to others **3**
16. Increasing the use of imagery – reaching your different learning styles – teaching the way students learn – promotes experiential learning with immediate access. **5**
17. Increased use of images to speed up understanding **3**
18. Timely updates of information – not out of date textbooks. **11**
19. Higher student engagement and active participation by all students **9**
20. Digital resources allow students to take a more hands-on approach to learning. They increase interactions and collaboration among students within the classroom as well as outside of the

classroom. Students are able to gain a sense of the community in which they live, but also see perspectives from around the state, the nation, and the rest of the world. Products are also profoundly changed. No longer are they worksheet driven, but now project based – giving students a sense of how what they are learning fits into the real world. Classrooms move from teacher-centered to teacher as a facilitator. 14

21. Allows for instruction beyond the school walls. (social networks, blogs, internet research, replaces textbooks, digital pics and videos, real-time news/current events) 12

22. Address various learning styles in the classroom – differentiated instruction for all learners 7

23. Today's student population is very competent when it comes to the utilization of the various forms of digital technology. This is what and how they live. I believe that it will increase student engagement and productivity. 5

How do we develop responsible users? Administrators, teachers, students

1. In order to develop responsible users the expectations must be stated, there must be frequent check ups that the expectations have been met, and we have to address those who are not meeting the expectations, while helping those who need assistance. 12
2. Modeling – administrators, specialists, and content coordinators must all model proper practices for students - communication of initiative. 11
3. Address lack of technology competency requirements and training opportunities in district. We need to train individuals to be responsible users. We need to keep these people current on information. 8
4. Take away the controversy of using the devices. 4
5. Educate in areas of:
 - o digital rights and responsibilities
 - o digital law
 - o online etiquette 17
6. All stakeholders need to be informed of the guidelines and consequences of the equipment. In addition everyone needs to receive training so that they have adequate knowledge of what is being placed in their hands and allow to practice being responsible. 10
7. Train all stake holders – active hands-on learning – face to face as well as asynchronous – require demonstration of learning prior to implementation in classroom 8
8. digital playground learning- complete predetermined tasks with devices before use in classroom – eliminate fear factor 6
9. Students discipline referral system needs to reflect these expectations: update and align referral levels 6
10. Obvious, real accountability for all 3
11. Use Deer Park RUP as a starting point – learn from their mistakes and don't reinvent the wheel 6
12. Make stakeholders aware of the purpose of technology – not just give them more stuff 6
13. Must be directed top down – through the coordinators – all stakeholders must understand the importance of the initiative 4
14. not “professional development” but continual career training 7
15. Teach a paradigm shift – have the students help the teachers learn 5
16. Feedback with teachers if not used appropriately - evaluation documents must be aligned with new guidelines and updated expectations 7
17. Require active training (not “sit and get”) 7
18. Start with digital literacy training from the top down (don't assume) 4
19. Embed digital citizenship training into every curriculum 9
20. I really like this overview by Notre Dame....
http://oit.nd.edu/policies/itpolicies/responsible_use_faq.shtml 1
21. We must teach information literacy, media literacy and digital citizenship to our students and staff AND we must teach it within context of lessons consistently throughout the school year. We must have a common (district wide) definition for responsible and must use the same language to explain it from K – 12 as well as with staff. We must set district norms and guidelines. 18

22. Train annually, monitor closely, correct/document inappropriate use immediately, tie accessibility to appropriate use, model, discuss problems as they arise, maintain open communication **12**

23. District-wide expectation established for users **13**

24. Online/F2F training provided to support the implementation and effective use of devices on campuses **8**

What challenges will need to be overcome in this paradigm shift? – implementation /vs shift

1. Teachers will need to let go of the classic classroom where they are the leader and allow a student-centered learning environment where technology supports the learning seamlessly. Teachers will need to realize that the shift is not about the technology, but how to incorporate the technology so that it is just one more tool in their arsenal. 15
2. The biggest challenges I see are those roadblocks set up by adults... those who do not believe that the vast majority of teachers and students can be trusted to make good decisions (holding back the majority fearful of a small minority), do not see the unlimited possibilities of technology tools, and cannot picture how learning has changed in the 21st century (although it is happening all around them in other schools, colleges, and the workplace). 6
3. -fear (teachers, administrators) 5
4. -developing good citizenship 4
5. devices distracting from instruction 6
6. People who don't believe that students should be able to BYOT 5
7. Securing the network to be in compliance with CIPPA for BYOT 9
8. Wireless access throughout the building 19
9. In order to overcome challenges people must be made comfortable. Professional development and a comfortable time line for use should be implemented. 3
10. Paradigm Shift
 - a. Teach the teachers that it's ok to show the students what they don't know without losing credibility. – fosters a learning community 11
 - b. New resources are not babysitters 4
 - c. Accountability of students – 6
 - d. Classroom management – 3
 - e. Must be able to make teachers aware that this will enhance student learning 4
 - f. Curriculum and road map must reflect new guidelines – and interpretations of stakeholders 12
11. Implementation Challenges
 - a. Consistency across the district – same devices from school to school – standardization of devices/resources – set device standard 9
 - b. Installation of different devices – wasting time on tasks that don't have to do with instruction 2
 - c. Budgets will have to reflect training and equipment needed – including upkeep and upgrading (replacement cycle) 10
 - d. Securing the network to be in compliance with CIPA 5
 - e. Wireless access throughout the building 7
 - f. Opens up support opportunities – robust technology support across all devices - Desktop and Network services needs to understand and work with the installation and maintenance of devices in addition to the installation and maintenance desktops and networks 6
 - g. Resistant educators 5
 - h. Broadband bottleneck (streaming content, uploading student-created content) 9

- i. Classroom management more critical than ever (technology is not a “babysitter”) **6**
- j. Consistent language for responsible users throughout the district must be used K – 12 and staff. Professional development must be offered to prepare teachers for creating digital interactive lessons. The biggest is the responsible use. Teachers and administrators will need to be trained on how to effectively utilize and monitor the use of the new technology. **12**
- k. Train staff and provide ongoing support throughout the school year,
 - i. making the use of new technology relevant,
 - ii. remove antiquated hardware,
 - iii. making all schools and areas of the schools accessible to WiFi,
 - iv. budgetary constraints,
 - v. teachers feeling overwhelmed with learning a new way of teaching and interacting with students,
 - vi. staff using tech for personal use, some students may not have their own devices, parent concerns with internet access. **18**
- l. Shifting teaching practices – paradigm shift in thinking **6**
- m. Release of control and allow students to take responsibilities in using technology **12**
- n. Revise curriculum documents to reflect change **7**

How would you define good digital citizenship?

1. Digital citizenship refers to the rights and responsibilities involved with the use of technology. Learning to use technology appropriately and respecting creative rights is necessary in a world that is immersed in technology. A good digital citizen must understand the responsibilities involved with using technology and respect the creative rights associated with online media. 18
2. Following the norms of appropriate and responsible behavior with regards to the use of technology. 5
3. Respect 4
4. Responsibility 5
5. Online etiquette – Netiquette 5
6. Good digital citizenship is someone who utilizes technology in a responsible manner that complies with the policies of the organization. 13
7. Enforce code of civility with digital information – explicitly teach students how to become digital citizens – must be embedded in curriculum 7
8. Good digital citizenship can be defined as communicating in a professional, friendly manner, free from vulgarity and nonsense. 4
9. Does not bypass what has been put in place 2
10. One who utilizes technology in a responsible manner that complies with the policies of the organization 10
11. Uses technology responsibility to increase knowledge – contributing to the pool of knowledge 5
12. Modeling proper practices every day all day 4
13. Teaching students why they need to follow proper practices – explain long term consequences 5
14. Not having two sets of rules for theft – face to face or digital – not doing anything in a digital realm that you wouldn't do in a face to face world 3
15. Reflects ethical use of information 9
16. Students (and staff) who follow the golden rule into cyberspace (sounds kind of hokey, huh?) 0
17. A good digital citizen knows how to safely use the internet. They know that just like when speaking in different places and with different people, there is a certain style of language that should be used. They are ethical in their use of information found on the internet – not breaking copyright laws or plagiarizing someone's work. They understand that there is a certain etiquette used on the internet and that just like in person there are bullies. They must learn how defend themselves from the attacks of bullies and how not to be a bully themselves. They know that being a good digital citizen will make them a better citizen of their community, state, country and the world. 7
18. Access for all, using tech primarily for educational purposes, helping others grow at their own pace 2
19. Responsible use of digital resources and information 4

20. Contributes to the online learning environment **3**

21. Models effective and responsible use of all online and digital content **9**

22. Good digital citizenship is responsible use of digital resources to enhance or improve our roles in education. It is maintaining a commitment to students first **4**